



سُلْطَنَةُ عُثْمَانِ
وَزَارَةُ التَّوْرِيَّةِ وَالتَّجَلِيَّةِ
الْمَلِكِيَّةِ الْعُثْمَانِيَّةِ لِتَطْوِيرِ الْمَعْيَارِ

**النشرة التوجيهية
للغة الإنجليزية
وفقاً للخطة الدراسية
للعام الدراسي 2014/2013**

٢٠١٣/٢٠١٤ م



Newsletter for English Teaching Staff (Academic Year 2013/14)

Welcome to this new academic year after what we hope has been a peaceful and enjoyable summer holiday.

In order to help deliver the most effective teaching program, the English Language Curriculum Section (ELCS) has compiled this newsletter for you. **Please read it carefully** so that you may get the best out of the Ministry of Education teaching materials. Your Senior Teacher, Supervisor, and the Teacher Trainer in your region can provide further assistance if required.

Information on using the newsletter

This newsletter is addressed to Basic and General Education schools for the academic year 2013/ 2014. It contains the following:

- **Section ONE:** ELCS Newsletter for Cycle 1 (Grades 1 – 4)
- **Section TWO:** ELCS Newsletter for Cycle 2 (Grades 5 – 10)
- **Section THREE:** ELCS Newsletter for Post-Basic (Grades 11 – 12)

PLEASE NOTE

Acknowledgments of the received books and materials – together with a list of any shortages – MUST BE NOTIFIED within the first two weeks of September.

Send correspondence to the ELCS (queries and/or suggestions are always welcome):

Postal address: Department of Human Sciences
English Language Curriculum Section (ELCS)
P.O. Box 3
Muscat 100

E-mail: hu-sc@hotmail.com

SECTION ONE

ELCS Newsletter for Cycle 1

(Grades 1 – 4)

This section of the newsletter contains the following:

- **English Language Textbooks Guide**
- **Inventory of the materials teachers should have received**
- **Teachers' References**
- **Suggested scheme of work**
- **Useful hints:**
 - *Advice for tackling each new Unit*
 - *Tips on improving teaching methods*

English Language Textbooks Guide

Basic Schools

Cycle 1 (Grades 1-4)

Grade	Number of Periods per Week	Book Title	Edition	Year
Grade 1	7	Class Book A & B	Second Edition	
		Skills Book A & B		
		Teacher's Book A & B		
Grade 2	7	Class Book A & B	Second Edition	
		Skills Book A & B		
		Teacher's Book A & B		
Grade 3	7	Class Book A & B	Revised Edition	2012- 2013
		Skills Book A & B		
		Teacher's Book A & B		
Grade 4	7	Class Book A & B	Revised Edition	2012- 2013
		Skills Book A & B		
		Teacher's Book A & B		

***NB:** In the two-shift schools only 6 periods a week are allocated for Grades 3 and 4

Teachers' References

The following references should be received by the senior teachers/acting senior teachers from the school administration to be actively used by English Language Teachers throughout the academic year. These references should be handled back to the school administration by the end of the academic year.

SN	Title	No of copies for each school	Remarks
1	Oxford First Picture Dictionary	5	<i>Cycle One (Newly opened schools ONLY)</i>
2	Oxford Wordpower Dictionary	3	<i>PURE Cycle One schools (Existing ONLY)</i>
3	English Grammar in Use	1	<i>PURE Cycle One schools (Existing ONLY)</i>
4	The Practice of English Language Teaching	1	<i>PURE Cycle One schools (Existing ONLY)</i>
5	Jolly Phonics	2	<i>4 Cycle ONE schools (Trial) in each region</i>

Inventory of the materials teachers should have received

You should have received the following for Cycle 1 (Grades 1 – 4):

Materials for grade 1 *[Second Edition]*

- Class Books: 1A and 1B
- Skills Book: 1A and 1B
- Teacher's Book for each teacher: Grade 1 A & 1B
- 1A and 1B Listening CD
- 1A and 1B Songs and Rhymes CD
- Resource Packs : **Teacher's Resource Pack** (*Non-printed materials*) and **Class Resource Pack** (*printed/Non-printed materials*)

Materials for grade 2 *[Second Edition]*

- Class Book : 2A and 2B
- Skills Book : 2A and 2B
- Teacher's Book for each teacher: Grade 2A & 2B
- 2A and 2B Listening CDs
- 2A and 2B Songs and Rhymes CDs
- Resource Packs : **Teacher's Resource Pack** (*Non-printed materials*) and **Class Resource Pack** (*printed/Non-printed materials*)

Materials for grade 3 *[Revised Edition]*

- Class Book: 3A and 3B
- Skills Book: 3A and 3B
- A Teacher's Book for each teacher (Grade 3A & 3B)
- 3A and 3B listening and Songs and Rhymes CD
- Resource Packs: **Teacher's Resource Pack** (*Non-printed materials*) and **Class Resource Pack** (*printed/Non-printed materials*)

Materials for grade 4 *[Revised Edition]*

- Class Book: 4A and 4B
- Skills Book: 4A and 4B
- A Teacher's Book for each teacher (Grade 4A & 4B)
- 4A and 4B listening and Songs and Rhymes CD
- Resource Packs : **Teacher's Resource Pack** (*Non-printed materials*) and **Class Resource Pack** (*printed/Non-printed materials*)

Suggested scheme of work

Grades 1 & 2 Semester ONE - 2013/2014

There are 6 units in each Coursebook and each unit is divided into 10 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
September	1	(1-5) ❶	One	17	*Academic Year starts on 01 Sep 2013
	2	(8-12)			
	3	(15-19) ❷	Two	18	
	4	(22-26)			
October	5	(29-3)	Three	19	*15-17 Oct (Eid Al Adha Holiday)
	6	(6-10) ❸			
	7	(13-17) *			
	8	(20-24)			
	9	(27-31) ❹			
November	10	(3-7) *	Four	18	*05 Nov (Hijri Year Holiday)
	11	(10-14)			
	12	(17-21) ❺	Five	18	*27- 28 Nov (National Day Holiday)
	13	(24-28) *			
December	14	(1-5)	Six	17	
	15	(8-12) ❻			
	16	(15-19)	Six	17	
	17	(22-26)			

❶ start a new unit

Suggested scheme of work

Grades 1 & 2 Semester TWO - 2013/2014

There are 6 units in each Coursebook and each unit is divided into 10 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
February	1	(2-6) ❶	One	21	*Semester Two Starts 02 Feb 2014
	2	(9-13)			
	3	(16-20)			
	4	(23-27) ❷	Two	19	
March	5	(2-6)			
	6	(9-13) ❸			
	7	(16-20)	Three	18	
	8	(23-27)			
April	9	(30-3) ❹	Four	19	
	10	(6-10)			
	11	(13-17)			
	12	(17-21) ❺	Five	18	
	13	(27-1)			
May	14	(4-8) ❻	Six	17	
	15	(11-15)			
	16	(18-22)			

❶ start a new unit

Suggested scheme of work

Grade 3 Semester ONE - 2013/2014

There are 6 units in each Coursebook and each unit is divided into 14 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
September	1	(1-5) ❶	One	19	*Academic Year starts 01 Sep 2013
	2	(8-12)			
	3	(15-19) ❷	Two	18	
	4	(22-26)			
October	5	(29-3)	Three	18	
	6	(6-10) ❸			
	7	(13-17) *	Three	18	*15-17 Oct (Eid Al Adha Holiday)
	8	(20-24)			
	9	(27-31) ❹			
November	10	(3-7) *	Four	17	*05 Nov (Hijri Year Holiday)
	11	(10-14)			
	12	(17-21) ❺	Five	18	*27- 28 Nov (National Day Holiday)
	13	(24-28) *			
December	14	(1-5)	Six	17	
	15	(8-12) ❻			
	16	(15-19)	Six	17	
	17	(22-26)			

❶ start a new unit

Suggested Scheme of work

Grade 3 Semester TWO - 2013/2014

There are 6 units in each Coursebook and each unit is divided into 14 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
February	1	(2-6) ❶	One	21	*Semester Two starts 02 Feb 2014
	2	(9-13)			
	3	(16-20)			
	4	(23-27) ❷	Two	18	
March	5	(2-6)			
	6	(9-13) ❸			
	7	(16-20)	Three	19	
	8	(23-27)			
April	9	(30-3) ❹	Four	18	
	10	(6-10)			
	11	(13-17) ❺			
	12	(17-21)	Five	18	
	13	(27-1)			
May	14	(4-8) ❻	Six	18	
	15	(11-15)			
	16	(18-22)			

❶ start a new unit

Suggested Scheme of work

Grade 4 Semester ONE - 2013/2014

There are 6 units in each Coursebook and each unit is divided into 12 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
September	1	(1-5) ❶	One	18	*Academic Year starts 1 st Sep 2013
	2	(8-12)			
	3	(15-19) ❷	Two	17	
	4	(22-26)			
October	5	(29-3)	Three	19	*15-20 Oct (Eid Al Adha Holiday)
	6	(6-10) ❸			
	7	(13-17) *			
	8	(20-24)			
	9	(27-31) ❹			
November	10	(3-7) *	Four	17	*05 Nov (Hijri Year Holiday)
	11	(10-14)			
	12	(17-21) ❺	Five	18	*27- 28 Nov (National Day Holiday)
	13	(24-28) *			
December	14	(1-5)	Six	17	
	15	(8-12) ❻			
	16	(15-19)	Six	17	
	17	(22-26)			

❶ start a new unit

Suggested Scheme of work

Grades 4 Semester TWO - 2013/2014

There are 6 units in each coursebook and each unit is divided into 12 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
February	1	(2-6) ❶	One	21	*Semester Two starts 02 Feb 2014
	2	(9-13)			
	3	(16-20)			
	4	(23-27) ❷	Two	18	
March	5	(2-6)			
	6	(9-13) ❸			
	7	(16-20)	Three	19	
	8	(23-27)			
April	9	(30-3) ❹	Four	18	
	10	(6-10)			
	11	(13-17) ❺			
	12	(17-21)	Five	18	
	13	(27-1)			
May	14	(4-8) ❻	Six	18	
	15	(11-15)			
	16	(18-22)			

❶ start a new unit

- Advice for tackling each new Unit

Before starting each new unit, you should read and study the following points in detail in the content map:

- ⇒ The aims of the units;
- ⇒ The main language of the unit;
- ⇒ The vocabulary covered in each unit;
- ⇒ The activities;
- ⇒ Skills and strategies
- ⇒ Literacy
- ⇒ Cross-curricula links and concepts.

- Tips on improving teaching methods

❶ Try to observe other English teachers' lessons to gain more teaching experience and do team teaching with your colleagues.

❷ Visit other C1 Basic Education Schools nearby.

❸ Observe classes and discuss the curriculum and methodology with experienced teachers. Invite them to your school, too!

❹ Always remember to liaise with your Senior Teacher and Supervisor.

❺ Always remember to liaise with the LRC teacher to ensure the receipt of the English resources.

❻ Refer back to "Notes for Teachers" at the beginning of the Lesson Preparation Book for some tips on preparing and reflecting on a lesson and some other tips.

❼ Read and study the additional literacy activities and the photocopiable activities in the Teacher's Book.

ELCS Newsletter for Cycle 2

(Grades 5 – 10)

This section of the newsletter contains the following:

- **English Language Textbooks Guide**
- **Inventory of the materials teachers should have received**
- **Teachers' References**
- **Suggested scheme of work**
- **Useful hints:**
 - *Teacher's Book*
 - *Contents Map in the Teacher's Book*
 - *Advice for tackling each new unit*
 - *Tips on improving teaching methods*

English Language Textbooks Guide

Cycle 2: Grades 5- 10

Basic & General Education Schools

Grade	Number of Periods per Week	Book Title	Edition	Year
Grade 5	5	Class Book A & B	First Edition	
		Skills Book A & B		
		Teacher's Book A & B	Second Edition	2010-2011
Grade 6	5	Class Book A & B	First Edition	
		Skills Book A & B		
		Teacher's Book A & B		
Grade 7	5	Class Book A & B	First Edition	
		Skills Book A & B		
		Teacher's Book A & B	Second Edition	2011- 2012
Grade 8	5	Class Book A & B	First Edition	
		Skills Book A & B		
		Teacher's Book A & B		
Grade 9	5	Class Book A & B	First Edition	
		Skills Book A & B		
		Teacher's Book A & B		
Grade 10 Basic Education Schools	5	Class Book A & B	First Edition	
		Skills Book A & B		
		Teacher's Book A & B		
		The Magic Shop and Other Stories	New	2012- 2013
Grade 10 General Education Schools	5	Activities' Book A & B		
		Pupil's Book A & B		
		Teacher's Book A & B		
		The Magic Shop and Other Stories	New	2012- 2013

Teachers' References

The following references should be received by the senior teachers/acting senior teachers from the school administration to be actively used by English Language Teachers throughout the academic year. These references should be handled back to the school administration by the end of the academic year.

SN	Title	No of copies for each school	Remarks
1	Oxford Picture Dictionary	5	<i>Cycle Two (Newly opened schools ONLY)</i>
2	Oxford Wordpower Dictionary	5	<i>All Cycle Two schools</i>
3	Keep Writing 1	1	<i>All Cycle Two schools</i>
4	Keep Writing 2	1	<i>All Cycle Two schools</i>
5	English Grammar in Use	1	<i>All Cycle Two schools</i>
6	The Practice of English Language Teaching	1	<i>All Cycle Two schools</i>

Inventory of the materials teachers should have received

You should have received the following for Cycle Two (Grades 5 – 10):

1. Class Book
2. Skills Book
3. Teacher's Book
* *For Grades 5 & 7, the Teacher's Book is marked 'Second Edition'*
4. Listening CD (All grades) / Songs & Rhymes CD (Grade 5-8 ONLY)
5. Class Resource Pack and Teacher's Resource Pack for Grades 5,6 &7 (Printed/Non-Printed Materials)
6. Class Resource Pack for Grades 8, 9, 10 (Printed Material)
7. **Classroom reader** for Grades 10 entitled, *The Magic Shop and Other Stories*
8. Lesson Preparation Book (produced by the Supervision Department at the Ministry of Education)

Suggested Scheme of work

Grades 5 - 7 Semester One

*There are 5 units in each coursebook and each unit is divided into 15 lessons.

Month	Week	Dates	Number of Teaching Periods	Unit	Remarks
September	1	(1-5) ❶	15	Unit One	
	2	(8-12)			
	3	(15-19)			
	4	(22-26) ❷			
October	5	(29-3)	15	Unit Two	
	6	(6-10)			
	7	(13-17) ❸ *	16	Unit Three	*October 15-17Eid Al Adha Holiday *Nov.5 Hijri Year Holiday
	8	(20-24)			
	9	(27-31)			
November	10	(3-7)*	18	Unit Four	*27- 28 National Day Holiday
	11	(10-14) ❹			
	12	(17-21)			
	13	(24-28)*			
December	14	(1-5)	15	Unit Five	
	15	(8-12) ❺			
	16	(15-19)			
	17	(22-26)			

Suggested Scheme of Work

Grades 5- 7 Semester Two

*There are 5 units in each coursebook and each unit is divided into 15 lessons.

Month	Week	Dates	Number of teaching Periods	Unit	Remarks
February	1	(2-6) ❶	15	Unit One	
	2	(9-13)			
	3	(16-20)			
	4	(23-27) ❷			
March	5	(2-6)	15	Unit Two	
	6	(9-13)			
	7	(16-20) ❸			
	8	(23-27)			
April	9	(30-3)	15	Unit Three	
	10	(6-10) ❹			
	11	(13-17)			
	12	(17-21)			
May	13	(27-1) ❺	15	Unit Four	
	14	(4-8)			
	15	(11-15)			
	16	(18-22)			

Suggested Scheme of Work

Grades 8- 10 Semester One

*There are 4 units in each coursebook and each unit is divided into 15 lessons.

Month	Week	Dates	Number of Periods	Unit	Remarks
September	1	(1-5) ❶	20	Unit One	
	2	(8-12)			
	3	(15-19)			
	4	(22-26)			
October	5	(29-3) ❷	20	Unit Two	*October 15-17 Eid Al Adha Holiday
	6	(6-10)			
	7	(13-17) *			
	8	(20-24)			
	9	(27-31) ❸			
November	10	(3-7)*	19	Unit Three	*Nov.5 Hijri Year Holiday *27- 28 National Day Holiday
	11	(10-14)			
	12	(17-21)			
	13	(24-28)*			
December	14	(1-5) ❹	20	Unit Four	
	15	(8-12)			
	16	(15-19)			
	17	(22-26)			

Suggested Scheme of Work

Grades 8-10 Semester Two

*There are 4 units in each coursebook and each unit is divided into 15 lessons.

Month	Week	Dates	Number of Periods	Unit	Remarks
February	1	(2-6) ❶	20	Unit One	
	2	(9-13)			
	3	(16-20)			
	4	(23-27)			
March	5	(2-6) ❷	20	Unit Two	
	6	(9-13)			
	7	(16-20)			
	8	(23-27)			
April	9	(30-3) ❸	18	Unit Three	
	10	(6-10)			
	11	(13-17)			
	12	(17-21) ❹			
May	13	(27-1)	17	Unit Four	
	14	(4-8)			
	15	(11-15)			
	16	(18-22)			

Suggested Scheme of Work

Grades 10 General Education - Semester One

Month	Week	Dates	Number of Periods	Unit	Remarks
September	1	(1-5) ❶	24	Unit One	
	2	(8-12)			
	3	(15-19)			
	4	(22-26)			
October	5	(29-3) ❷	22	Unit Two	*October 15-17 Eid Al Adha Holiday
	6	(6-10)			
	7	(13-17) *			
	8	(20-24)			
	9	(27-31) ❸			
November	10	(3-7) *	23	Unit Three	*Nov.5 Hijri Year Holiday *Nov 27- 28 National Day Holiday
	11	(10-14)			
	12	(17-21)			
	13	(24-28) *			
December	14	(1-5) ❹	24	Unit Four	
	15	(8-12)			
	16	(15-19)			
	17	(22-26)			

Suggested Scheme of Work

Grades 10 General Education- Semester Two

Month	Week	Dates	Number of Teaching Periods	Unit	Remarks
February	1	(2-6) ❶	24	Unit One	
	2	(9-13)			
	3	(16-20)			
	4	(23-27)			
March	5	(2-6) ❷	24	Unit Two	
	6	(9-13)			
	7	(16-20)			
	8	(23-27)			
April	9	(30-3) ❸	24	Unit Three	
	10	(6-10)			
	11	(13-17)			
	12	(17-21)			
May	13	(27-1) ❹	24	Unit Four	
	14	(4-8)			
	15	(11-15)			
	16	(18-22)			

• Useful hints :

- **Teacher's Book**

Make sure that you read the introduction in the **Teacher's Book** (Basic Education Grades 5, 6, 7, 8, 9, 10) with attention as it contains:

- A description of the course and the rationale for teaching English;
- The approach to the teaching of the four skills in the English Language: Listening, Speaking, Reading and Writing;
- Detailed learning objectives for each of the four themes of the course;
- Cross-curricular links between English and other school subjects as well as learning strategies;
- Dealing with diversity and mixed ability teaching;
- Unit design and the list of stories, projects and portfolio tasks in each unit;
- Lesson design (**Grade 5 Second Edition & Grade 7 Second Edition**);
- Activities included in the syllabus (games, songs, rhymes, chants & tongue twisters, stories, arts & crafts, role-play);
- Classroom management (preparation, classroom language, classroom organization, error correction, classroom display);
- Assessment and Evaluation;
- Description of course components;
- List of symbols and abbreviations.

- **Contents Map in the Teacher's Book**

Make sure that you study the **Contents Map** in the Teacher's Book very carefully because it contains the following:

- Aims of the units;
- Main language focus of the units;
- New and recycled lists of vocabulary in each units;
- Skills and strategies in each unit;
- Lists of activities and projects in each unit.

- Advice for tackling each new Unit

Before starting each new unit, you should read and study the following points in detail:

- ⇒ The aims of the units;
- ⇒ The main language of the unit;
- ⇒ The vocabulary covered in each unit;
- ⇒ The activities;
- ⇒ Skills and strategies
- ⇒ The classroom language used in each unit;
- ⇒ The list of projects and portfolio used tasks in each unit;
- ⇒ The materials you will need

- Tips on improving teaching methods

- ❶ **Try to observe** other English teachers' lessons to gain more teaching experience and do team teaching with your colleagues.
- ❷ **Visit** other Cycle 2 schools nearby.
- ❸ **Observe** classes and discuss the curriculum and methodology with experienced teachers. Invite them to your school, too!
- ❹ **Aim to cover the syllabus** in 5 periods a week.
- ❺ **Always remember to liaise** with your Senior Teacher and Supervisor.
- ❻ **Always remember to liaise** with the LRC teacher to ensure receipt of the English materials in the LRC room in your school.
- ❼ **Refer back to "Notes for Teachers"** at the beginning of the Lesson Preparation Book for some tips on preparing and reflecting on a lesson and some other tips.
- ❽ **Read and study** the poster activities and the photocopiable activities at the back of the Teacher's Book.
- ❾ ***For Grades 8, 9 & 10 teachers only ***

Make good use of the Graded Reading Cards. These cards aim to give students further independent reading practice. Each set (Gold, Silver and Bronze) has 15 cards, which can be used in any order. Students should answer the activities in their exercise books as the cards are designed as a re-usable resource. The reading cards can also be used or utilized as extra knowledge resources which students can refer to when they are doing/writing their projects or portfolio tasks. Refer to the introduction in the Teacher's Book for further information.

For Grades 10 teachers only *

Discuss with your students and get them to choose **two** stories out of the six stories in the “ **Magic Shop & Other Stories**”. One story should be taught each semester. Therefore, three lessons are specified for teaching each story.

The other four stories will be used as independent reading. **Five** marks in the continuous assessment are allocated for this task .

Students can cover as much as they can of these four stories according to their level and interests. Furthermore, they can choose from the activities given to do their tasks for the five marks. Alternatively, they can do they own activities or any ones that the teacher prepares.

ELCS Newsletter

for Grades 11 & 12

(Post-Basic & General Education)

This section of the newsletter contains the following:

- **English Language Textbooks Guide**
- **Inventory of the materials teachers should have received**
- **Teachers' References**
- **Suggested scheme of work**
- **Useful hints:**
 - *Teacher's Book*
 - *Contents Map in the Teacher's Book*
 - *Advice for tackling each new Unit*
 - *Tips on improving teaching methods*

English Language Textbooks Guide

Basic & General Education Schools

Grades 11- 12

Grade	Number of Periods per Week	Book Title	Edition	Year
Grade 11 Basic Education Schools	6	Course Book A & B	Second Edition	2011- 2012
		Work Book A & B		
		Teacher’s Book A & B		
		Triangle (Reader)		
Grade 11 General Education Schools	6	Activities’ Book A & B		
		Pupil’s Book A & B		
		Teacher’s Book A & B		
		Triangle (Reader)		
Grade 12 Basic Education Schools	6	Course Book A & B	First Edition	
		Work Book A & B		
		Teacher’s Book A & B		
Grade 12 General Education Schools	6	Activities’ Book A & B		
		Pupil’s Book A & B		
		Teacher’s Book A & B		

***NB:** In the two-shift schools only 4 periods a week are allocated for Grades 11 and 12

Teachers' References

The following references should be received by the senior teachers/acting senior teachers from the school administration to be actively used by English Language Teachers throughout the academic year. These references should be handled back to the school administration by the end of the academic year.

SN	Title	No of copies for each school	Remarks
2	Oxford Wordpower Dictionary	5	<i>All Post-Basic schools</i>
3	Keep Writing 1	1	<i>All Post-Basic schools</i>
4	Keep Writing 2	1	<i>All Post-Basic schools</i>
5	English Grammar in Use	1	<i>All Post-Basic schools</i>
6	The Practice of English Language Teaching	1	<i>All Post-Basic schools</i>

Inventory of the materials teachers should have received :

You should have received the following for Grades 11 – 12 :

1. Listening CD
2. Core reader entitled, *The Triangle* - Grade 11
3. Core reader entitled, *The Man in the Iron Mask* - Grade 12
4. Lesson Preparation Book (produced by the Supervision Department at the Ministry of Education)

Suggested Scheme of work

Grade 11 Post-Basic Semester One

*There are 4 themes in each coursebook and each theme is divided into 5 units.

Month	Week	Dates	Number of Teaching Periods	Theme	Remarks
September	1	(1-5) ❶	24	Theme One	
	2	(8-12)			
	3	(15-19)			
	4	(22-26)			
October	5	(29-3) ❷	22	Theme Two	*October 15-17 Eid Al Adha Holiday
	6	(6-10)			
	7	(13-17) *			
	8	(20-24)			
	9	(27-31) ❸			
November	10	(3-7)*	23	Theme Three	*Nov.5 Hijri Year Holiday *Nov 27- 28 National Day Holiday
	11	(10-14)			
	12	(17-21)			
	13	(24-28) ❹ *			
December	14	(1-5)	24	Theme Four	
	15	(8-12)			
	16	(15-19)			
	17	(22-26)			

Suggested Scheme of Work

Grades 11 Post-Basic Semester Two

*There are 4 themes in each coursebook and each theme is divided into 5 units.

Month	Week	Dates	Number of Teaching Periods	Theme	Remarks
February	1	(2-6) ❶	24	Theme One	
	2	(9-13)			
	3	(16-20)			
	4	(23-27)			
March	5	(2-6) ❷	24	Theme Two	
	6	(9-13)			
	7	(16-20)			
	8	(23-27)			
April	9	(30-3) ❸	24	Theme Three	
	10	(6-10)			
	11	(13-17)			
	12	(17-21)			
May	13	(27-1) ❹	24	Theme Four	
	14	(4-8)			
	15	(11-15)			
	16	(18-22)			

Suggested Scheme of Work

Grade 12 Post-Basic Semester One

*There are 5 themes in each coursebook and each theme is divided into 5 units.

Month	Week	Dates	Number of Teaching Periods	Theme	Remarks
September	1	(1-5) ❶	18	Theme One	
	2	(8-12)			
	3	(15-19)			
	4	(22-26) ❷			
October	5	(29-3)	18	Theme Two	
	6	(6-10)			
	7	(13-17) ❸ *			
	8	(20-24)			
November	9	(27-31)	21	Theme Three	*October 15-17 Eid Al Adha Holiday *Nov.5 Hijri Year Holiday
	10	(3-7) *			
	11	(10-14) ❹			
	12	(17-21)			
	13	(24-28) *			
December	14	(1-5)	18	Theme Four	2* Nov 7- 28 National Day Holiday
	15	(8-12) ❺			
	16	(15-19)			
	17	(22-26)			
			18	Theme Five	

Suggested Scheme of Work

Grade 12 Post-Basic Semester Two

*There are 5 themes in each coursebook and each theme is divided into 5 units.

Month	Week	Dates	Number of Teaching Periods	Theme	Remarks
February	1	(2-6) ❶	18	Theme One	
	2	(9-13)			
	3	(16-20)			
	4	(23-27) ❷			
March	5	(2-6)	18	Theme Two	
	6	(9-13)			
	7	(16-20) ❸			
	8	(23-27)			
April	9	(30-3)	18	Theme Three	
	10	(6-10) ❹			
	11	(13-17)			
	12	(17-21)			
May	13	(27-1) ❺	24	Theme Four	
	14	(4-8)			
	15	(11-15)			
	16	(18-22)			
	17	(25-29)	24	Theme Five	
	18	(1-5)			
	19	(8-12)			
	20	(15-19)			

Suggested Scheme of Work

Grades 11- 12 General Education Semester One

Month	Week	Dates	Number of Teaching Periods	Unit	Remarks
September	1	(1-5) ❶	24	Unit One	
	2	(8-12)			
	3	(15-19)			
	4	(22-26)			
October	5	(29-3) ❷	22	Unit Two	*October 15-17 Eid Al Adha Holiday
	6	(6-10)			
	7	(13-17) *			
	8	(20-24)			
November	9	(27-31) ❸	23	Unit Three	*Nov.5 Hijri Year Holiday *Nov 27- 28 National Day Holiday
	10	(3-7)*			
	11	(10-14)			
	12	(17-21)			
	13	(24-28) *			
December	14	(1-5) ❹	24	Unit Four	
	15	(8-12)			
	16	(15-19)			
	17	(22-26)			

Suggested Scheme of Work

Grades 11-12 General Education - Semester Two

Month	Week	Dates	Number of Teaching Periods	Unit	Remarks
February	1	(2-6) ❶	24	Unit One	
	2	(9-13)			
	3	(16-20)			
	4	(23-27)			
March	5	(2-6) ❷	24	Unit Two	
	6	(9-13)			
	7	(16-20)			
	8	(23-27)			
April	9	(30-3) ❸	24	Unit Three	
	10	(6-10)			
	11	(13-17)			
	12	(17-21)			
May	13	(27-1) ❹	24	Unit Four	
	14	(4-8)			
	15	(11-15)			
	16	(18-22)			

Suggested Scheme of Work

Elective: Grade 11 Semester One

Month	Week	Dates	Number of Teaching Periods	Unit	Remarks
September	1	(1-5) ❶	8	Unit One	
	2	(8-12)			
	3	(15-19) ❷	8	Unit Two	
	4	(22-26)			
October	5	(29-3) ❸	8	Unit Three	
	6	(6-10)			
	7	(13-17) ❹ *	10	Unit Four	*Oct 15-17 Eid Al Adha Holiday
	8	(20-24)			
November	9	(27-31)	8	Unit Five	*Nov 5 Hijri Year Holiday
	10	(3-7) ❺ *			
	11	(10-14)	8	Unit Six	*Nov 27- 28 National Day Holiday
	12	(17-21) ❻			
	13	(24-28) *			
December	14	(1-5) ❼	8	Unit Seven	
	15	(8-12)			
	16	(15-19) ❽	8	Unit Eight	
	17	(22-26)			

Suggested Scheme of Work

Elective: Grade 11 Semester Two

Month	Week	Dates	Number of Teaching Periods	Unit	Remarks
February	1	(2-6) U ₉	8	Unit Nine	
	2	(9-13)			
	3	(16-20) U ₁₀	8	Unit Ten	
	4	(23-27)			
March	5	(2-6) U ₁₁	8	Unit Eleven	
	6	(9-13)			
	7	(16-20) U ₁₂	8	Unit Twelve	
	8	(23-27)			
April	9	(30-3) U ₁₃	8	Unit Thirteen	
	10	(6-10)			
	11	(13-17) U ₁₄	8	Unit Fourteen	
	12	(17-21)			
May	13	(27-1) U ₁₅	8	Unit Fifteen	
	14	(4-8)			
	15	(11-15) R	4	<i>Suggested for revision</i>	
	16	(18-22)			

Suggested Scheme of Work

Elective: Grade 12 Semester One

Month	Week	Dates	Number of Teaching Periods	Unit	Remarks
September	1	(1-5) ①	8	Unit One	
	2	(8-12)			
	3	(15-19) ③	8	Unit Three	Unit Two cancelled
	4	(22-26)			
October	5	(29-3) ④	8	Unit Four	
	6	(6-10)			
	7	(13-17) ⑥ *	10	Unit Six	Unit Five cancelled 15-17 Eid Al Adha Holiday
	8	(20-24)			
	9	(27-31)			
November	10	(3-7) ⑦ *	8	Unit Seven	Unit Five cancelled 5 Nov. Hijri Year Holiday
	11	(10-14)			
	12	(17-21) ⑧	8	Unit Eight	27- 28 National Day Holiday
	13	(24-28) *			
December	14	(1-5) ⑨	8	Unit Nine	
	15	(8-12)			
	16	(15-19) ⑩	8	Unit Ten	
	17	(22-26)			

Suggested Scheme of Work

Elective: Grade 12 Semester Two

Month	Week	Dates	Number of Teaching Periods	Unit	Remarks
February	1	(2-6) ^{U11}	8	Unit Eleven	
	2	(9-13)			
	3	(16-20) ^{U12}	8	Unit Twelve	
March	4	(23-27)			
	5	(2-6) ^{U13}	8	Unit Thirteen	
	6	(9-13)			
	7	(16-20) ^{U15}	8	Unit Fifteen	Unit Fourteen cancelled
	8	(23-27)			
April	9	(30-3) ^{U16}	8	Unit Sixteen	
	10	(6-10)			
	11	(13-17) ^{U17}	8	Unit Seventeen	
	12	(17-21)			
May	13	(27-1) ^{U18}	8	Unit Eighteen	
	14	(4-8)			
	15	(11-15) ^R	4	Suggested for revision	
	16	(18-22)			

Useful Hints :

- **Teacher's Book**

Make sure that you read the introduction in the **Teacher's Book** (Post-Basic Education Grades 11, 12) with attention as it contains:

- A description of the course and the rationale for teaching English;
- The approach to the teaching of the four skills in the English Language: Listening, Speaking, Reading and Writing
- Detailed learning objectives for each of the four themes of the course
- Cross-curricular links between English and other school subjects as well as learning strategies
- Activities included in the syllabus
- Feedback and Monitoring
- Details on the following:
 - Across Cultures and Reading for Pleasure
 - Review and Reference
 - Communication Activities
 - Grammar Practice
 - Writing Guide
 - Grammar Reference
 - Wordlist
 - Functional Language

- **Contents Map in the Teacher's Book**

Make sure that you study the **Contents Map** in the Teacher's Book very carefully because it contains the following:

- Aims of the themes/ units;
- Main language focus of the themes/ units;
- New and recycled lists of vocabulary in each theme/ unit;
- Skills and strategies in each theme/ unit;

- **Advice for tackling each new Unit**

Before starting each new theme/ unit, you should read and study the following points in detail:

- ⇒ The aims of the theme/unit;
- ⇒ The main language of the theme/ unit;
- ⇒ The vocabulary covered in each theme/ unit;
- ⇒ The activities;
- ⇒ Skills and strategies
- ⇒ The materials you will need

- **Tips on improving teaching methods**

- ❶ **Try to observe** other English teachers' lessons to gain more teaching experience and do team teaching with your colleagues.
- ❷ **Visit** other post-basic education schools nearby.
- ❸ **Observe** classes and discuss the curriculum and methodology with experienced teachers. Invite them to your school, too!
- ❹ **Aim to cover the syllabus** in 6 periods a week.
- ❺ **Always remember to liaise** with your Senior Teacher and Supervisor.

⑥ Always remember to liaise with the LRC teacher to ensure receipt of the English materials in the LRC room in your school.

⑦ Refer back to "Notes for Teachers" at the beginning of the Lesson Preparation Book for some tips on preparing and reflecting on a lesson and some other tips.

Guide to Jolly Phonics

What is "Jolly Phonics"?

"Jolly Phonics" is the name used for an international commercial program for the teaching of reading. This program uses the synthetic phonics method. This means that children learn the letter sounds first and then move on to blending (putting together) the sounds in order to read words. For example, when encountered with the word, **sat**, the child has to first say the individual phonics **/s/**, **/a/** and **/t/** and then blend them to read the word **sat**.

There are 42 letter sounds arranged into seven groups in this program. The arrangement of the letter sounds allows the students to make up words from an early stage. For example, after learning the first six letter sounds **s, a, t, i, p, n** from the first group, students will be able to make words like **sit, sat, pin, tap, tin, it, tip** in addition to many other words.

- **I know that there are a lot of other commercial programs for the teaching of reading in the field. Why has the Ministry of Education adopted this particular program?**

The decision of adopting the Jolly Phonics program came after considering the following:

1. This is a synthetic phonics reading program and a lot of research nowadays supports the use of this type of phonics for building reading skills.
2. This program has been recommended specifically by international reading panels and institutions.
3. The method of reading emphasized in this program resembles the Arabic method of reading which makes it sound familiar to both teachers and students.
4. The multisensory way of teaching phonics in this program, especially the use of actions, is an added advantage that distinguishes this program from others in the field.
5. This program is very popular and used in many countries around the world.

- **I understand that Jolly Phonics is an international program, so how far does it fit our Omani children in the government schools who have limited access to the English language?**

More than twenty Omani government schools have already been using the Jolly Phonics since 2008. Teachers in these schools reported that their students' reading skills have developed significantly after introducing the program. This "significant" increase in reading skills has been measured and supported by research in one of the schools. After only nine weeks of instruction in the Jolly Phonics, the average student in grade one was able to read 18 words from a list of 52 words. In other words, we can say that even our children who have limited language can benefit a lot from this reading program.

- **How often and for which grades am I expected to teach Jolly Phonics?**

There will be two lessons a week for Jolly Phonics in grades one and two (See attached scheme). Grades one and two follow the same scheme but grade one students are expected to learn the lower case letters while grade two students should learn both the lower and upper case letters. The first semester will be for teaching the single sounds only from the jolly phonics list.

Although there are only two Jolly Phonics lessons weekly, it is recommended that you follow the Jolly Phonics method of reading words (blending sounds) across the seven weekly English lessons. Struggling and disabled readers from grades three and four could also benefit from instruction in Jolly Phonics.

- **What are the components of the Jolly Phonics Kit that we have received?**

The kit has the following components:



• What happens in a Jolly Phonics Lesson?

To help you plan your Jolly Phonics lesson, try to follow the same routine. We recommend the following three- step procedure:

1. **Revise** previously studied phonics
2. **Introduce** the new phonic
3. **Practice** reading using reading activities and games (Use the Phonics Handbook)

Let's look at each step in detail

1. **Revise** previously studied phonics.

You may revise previously studied phonics with students using the phonics cards in the kit. The teacher could ask her students or could also assign other students to take turns asking the rest of the class about the phonics. Students should respond by saying the letter sound along with its action. This experience of acting the actions while saying the letter sounds is fun and children enjoy it a lot. Another variation of revision may also include dictating previously studied sounds, words or even simple sentences.

2. **Introduce** the new phonic

Let's take **/s/** as an example. You are recommended to follow this procedure for introducing any letter sound:

A: Teach the new letter sound.

Get the students to look at the picture in the Finger Phonics Big Book. Familiarize the students with the contents of the picture (most objects start with **/s/**). After that, direct their attention to the boy in the picture. Tell them that the boy's name starts with the target letter **/s/**. Elicit as many names as you can. Some examples are **Saif, Saeed, Salim, Sami**.....etc. Choose a name from their answers and start telling the students the boy's story. You may use the story line suggested in the Jolly Phonics Handbook or you may make your own story. However, ***your story should resemble the picture in the big book and the action used for that particular letter sound.***

A simple story for that picture is as follows:

One day, a boy called **Sami** went to the forest. He was playing in the forest when suddenly he heard a hissing sound **/ssssssssssssssss/**

Sami was scared. What made that sound??? It is something that starts with the sound **sssss**. (Make sure that you stress the words with the **/s/** sound so that students can notice it)

Ask children to guess what was that sound.

Note: You can use some Arabic to explain meanings of new words because the aim of telling the story is to provide the students with a mnemonic (cue) that reminds them of the action and, subsequently, the linked phonic.

Next, you may point to the snake in the picture. Tell the children how the snake in the story was moving towards Sami. Show them the action. Ask the whole class to stand up and do the action together.

B: Teach how to write the letter sound

Show the children how to write the letter sound in the air. Let them write it on each other's backs, on their desks..etc. Next, model the writing in the four lines in the white board. Repeat this procedure from 3 to 4 times.

Finally, ask the children to write the letter in their exercise book. (You can use the photocopy-able materials in the Phonics Handbook for writing practice of phonics)

C: Teach blending of that target sound with the previously studied phonics.

Use the words from the big book pictures or from the JP word book. Since this is the first lesson in phonics, there will be no previously studied phonics for blending with /s/. However, in your fourth lesson in Jolly Phonics, for example, you will be introducing the letter sound /i / and you will be blending this sound with the previously studied sounds **s**, **a** and **t**(See attached scheme). Therefore, you will say the single sounds and then get students to say the target word. For example, if you say **i** , **t**, students should respond by saying **it**. If you say **ssss**, **i**, **t**, students should respond by saying sit. Get the students to practice blending the letter sounds orally first before moving to reading them from the JP cards so that the students' ears are trained to listening to the target sound in words.

3. Practice Reading

There are many reading games and activities in the Phonics Handbook. For these games, you may use the phonics cards that is available in the kit. You may also create your own activities. Keep in mind that we aim to give students as many chances as possible to read and experiment with reading.

- **What about the JP Wall Frieze, Tricky Word Wall Flowers and the Alphabet posters?**

These can create cheerful classroom display that reminds the students of the phonics and the other reading essentials. Since there is only one set of these materials in the kit, try to make good use of them. Put them for display in the English club, for example, and take your students there for a change of routine from time to time. Remember to discuss the displays with your students.

- **What about the DVD?**

After finishing all the letter sounds with your students, take them to watch the DVD. It's a two hour long video but is very useful for revising the phonics. Besides, children find it very fun and interesting.

- **This whole method sounds new to me! I think parents will feel the same especially when their children start acting the actions for each letter sound!**

This is true. This is why we recommend that you send a letter to parents informing them about the program before the actual implementation. Actually, research has shown us that establishing a home –school connection is very essential in any literacy program. This is why we have designed the attached letter so that parents get an idea about the program so that they can support their children in learning to read.

- **How can I read more about the Jolly Phonics program?**

For more information about the program visit this website:

www.Jollylearning.com

الفاضل ولي الأمر المحترم

تعززم وزارة التربية والتعليم هذا العام 2013/ 2014 تطبيق برنامج عالمي في تدريس القراءة في اللغة الإنجليزية هو برنامج الجولي فونيكس (Jolly Phonics)، تعتمد فكرة هذا البرنامج على تدريس حروف اللغة الإنجليزية بصورة شائعة وممتعة تساعد الطفل على تذكر الحروف لاحقاً، حيث تقوم المعلمة بتعريف الطفل بالحرف الجديد عن طريق سرد قصة قصيرة يتكرر فيها ذكر الحرف المستهدف وتشمل القصة حدث معين يستدعي القيام بحركة معينة تطلب المعلمة من الطلاب تقليدها، أما الهدف من الحركة فهو تذكير الطالب بالحرف ، فعلى سبيل المثال عند تقديم الحرف s للطلاب تسرد المعلمة قصة عن طفل يذهب إلى الغابة ولكنه يفاجأ بوجود أفعى تقوم بإصدار الصوت ssssss فيشعر الطفل بالخوف ويفر هارباً، تطلب المعلمة بعد ذلك من الطلاب تلويح يدهم في الهواء لتصف لهم طريقة حركة الأفعى باتجاه الطفل والصوت الذي تصدره، فتقوم المعلمة بربط الحركة بشكل الحرف عن طريق كتابته على السبورة بحيث يردد الطلاب، وبذلك تكون القصة بما تحمله من صور ووسائل بصرية معبرة عن أحداثها بالإضافة إلى الحركة عاملاً مهماً في تذكير الطالب بالحرف لاحقاً.

بعد ذلك تدرب المعلمة الطلاب على كتابة الحرف الذي تم تدريسه ومن ثم تقوم بدمج الحرف المستهدف مع حروف أخرى حتى يتمكن الطلاب من البدء في قراءة الكلمات القصيرة. مثال على ذلك هو دمج الحروف c, a, t بحيث يقوم الطالب بقراءة الحروف منفصلة في البداية ثم يدمج الحرف الأول مع الثاني ومن ثم الحرف الثالث ليقرأ كلمة cat.

ولإيمان الوزارة الكبير بأهمية تواصلكم وتعاونكم مع إدارة المدرسة في تطبيق البرنامج من خلال الوقوف مع أبنائنا العباقرة الصغار وهم يشقون بداية طريقهم في عالم القراءة وتشجيعهم على قراءة الكلمات بنفس الطريقة المتبعة شاكرين ومثمين لكم حسن تعاونكم.

Suggested Scheme of Work for Jolly Phonics - GRADES ONE and TWO

Semester One 2013/2014

Timing			Plan of Work						
Month	Week	Dates	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
September	1	1-5							
	2	8-12							
	3	15-19							
	4	22-26			JP(s)				JP(a)
October	5	29-3			JP(t)				JP(i)
	6	6-10			JP (p)				JP (n)
	7	13-17			EID AL-ADHA HOLIDAY 15-17/10				
	8	20-24			JP(ck)				JP(e)
	9	27-31			JP (h)			JP(r)	
November	10	3-7	HIJRI YEAR HOLIDAY 5/11		JP(m)				JP(d)
	11	10-14			JP (g)				JP (o)
	12	17-21			JP (u)				JP (l)
	13	24-28			JP (f)	NATIONAL DAY 27-28			
December	14	1-5			JP (b)				JP (j)
	15	8-12			JP (z)				JP (w)
	16	15-19			JP (v)				JP (y)
	17	22-26		JP(x)		JP(qu)			

*JP: Jolly Phonics

* You can adjust JP periods according to your own plan but try to teach them twice a week starting from week 4.

Suggested Scheme of Work for Jolly Phonics - GRADES ONE and TWO

Semester TWO 2013/2014

Timing			Plan of Work						
Month	Week	Dates	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
February	1	2-6							
	2	9-13			JP (-sh+ch)				JP (th+th)
	3	16-20			JP (-oo+-OO)				JP (-ee)
	4	23-27			JP (-ar)				JP (-er)
March	5	2-6			JP (-or)				JP (-oa)
	6	9-13			JP (-ou)				JP (-qu)
	7	16-20			JP (-ng)				
	8	23-27			JP (Don and dots)				JP (Don and dots)
	9	30-3			JP (Get the pets)				JP (Get the pets)
April	10	6-10			JP(The tot and the pot)				JP(The tot and the pot)
	11	13-17			JP(Sam and the sap)				JP(Sam and the sap)
	12	17-21			JP (Ten pets)				JP (Ten pets)
	13	27-1			JP (Get the Gag)				JP (Get the Gag)
May	14	4-8			JP (Did it fit)				JP (Did it fit)
	15	11-15			JP (Dan and the tan man)				JP (Dan and the tan man)
	16	18-22			JP (Dan and the tan man)				

*JP: Jolly Phonics

* You can adjust JP periods according to your own plan but try to teach them twice a week starting from week 2.